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ABSTRACT

This guide, one of three units in the Colorado state plan for guidance program development, is written for educators as both a guideline and a needs assessment instrument to assist in the identification of deficit areas in school guidance programs. In a beginning section, this unit for grades 7-12 provides a brief philosophy of guidance and definitions of commonly used terms, (e.g., guidance, counseling, career education). The three areas covered by the state plan are presented and include: (1) program components (guidance, counseling, appraisal, information and referral, placement, and budget, staff, facilities); (2) student outcomes in 12 areas (e.g., goal setting, responsibility, conflict resolution and negotiation skills); and (3) use of resources (business, industry, community). The format of the guide is a series of charts which present either goals and objectives, and sections for recording current activities and the strengths and weaknesses of the current program (Program Components section); or suggested activities/topics and space for marking current practice at each grade level (Student Outcomes section). The Use of Resources section lists suggestions for a resource file. The appendices provide program planning sheets, the statement of purpose and membership list for the Colorado Advisory Council for Guidance, Counseling and Placement, an outline of occupational clusters, and selected criteria for the accreditation of Colorado school districts, 1980. (BL)

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UNIFIED STATE PLAN

FOR GUIDANCE, COUNSELING, AND PLACEMENT IN COLORADO GRADES 7-12

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COLORADO DEPARTMENT OF EDUCATION
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COMMISSIONER

UNIFIED STATE PLAN
for
Guidance, Counseling, and Placement
in
Colorado

Grades 7-12

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Calvin M. Frazier

A joint project of the

Colorado Department of Education

and the

Colorado State Board for Community Colleges and Occupational Education

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December 1980

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1980-1982 EDUCATIONAL PRIORITIES

OF THE

COLORADO STATE BOARD OF EDUCATION

ACCOUNTABILITY AND ACCREDITATION

Assist local school districts with the implementation of accountability and accreditation programs, emphasizing educational excellence and high standards for all students.

EQUAL EDUCATIONAL OPPORTUNITY

Assist and support unique efforts of each school district to provide an equal and relevant educational opportunity for all students including the skills which lead to self-esteem and self-realization. Furthermore, to encourage districts to develop student policies and programs which emphasize respect for one's self and others.

EFFICIENCY AND EFFECTIVENESS

Assist school districts in their efforts to operate efficiently and effectively and, in particular, to find solutions to the problems presented by inflationary increases, rising fuel costs, declining enrollments, and increasing paperwork and data demands.

EDUCATIONAL LEADERSHIP

Support interagency agreements, legislation, and policies beneficial to K-12 education in Colorado. To be aware of developments in the new U.S. Department of Education to ensure respect for state and local control with accountability. To provide opportunities for all citizens to address educational problems and contribute to their solutions.

TEACHER EDUCATION

Assist the 15 teacher education programs in their responsibility of providing high quality personnel for Colorado schools and encourage responsible teacher education programs leading to the professional growth of the teaching profession.

PARENT INVOLVEMENT

Assist school districts in increasing the involvement of parents by apprising them of their rights and responsibilities and ways in which they can support the education of their own children.

STATE LIBRARY DEVELOPMENT

Develop specific regional and statewide plans for implementation of recommendations coming from the recent Governor's Conference and White House Meeting on Libraries.

SCHOOL FOR THE DEAF AND THE BLIND

Follow through on the studies begun in 1980 to set the role and mission of the School for the Deaf and the Blind for the next five years. Continued emphasis should be given to programs for parents of deaf and/or blind children in Colorado.

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The Colorado Association for Commerce and Industry deserves much credit for bringing together the original Collaborative Conference on Guidance and Counseling out of which this project grew. A task force from that Conference continued to work with the Steering Committee during the Plan's development.

Hundreds of individuals across the State have provided feedback to the Steering Committee during the development of this Plan. This feedback has been especially helpful in producing a Plan which should be of maximum usefulness to Colorado educators.

II

USE OF THE UNIFIED STATE PLAN

This Plan has been developed as both a guideline to give direction to guidance program development, and as a needs assessment instrument to assist in the identification of those areas that need to be strengthened in local programs. While all areas included in the Plan may be legitimately considered to belong in the school counselor's work role, it does not necessarily follow that the counselor would be responsible for the direct delivery of all services. School counselors should, however, ensure that these services are available to the students in their schools. This role may sometimes call for direct service delivery, but at other times the counselor will serve as a coordinator/resource person to others involved in the direct delivery of services.

This Plan is not intended as an evaluation instrument of either counselors or guidance programs. Using the Plan as a needs assessment instrument should be helpful to local educators in setting goals and developing programs. Because of the wide range of school populations and guidance staffs in schools of the State, each school or district will need to decide what is feasible for them to establish for program goals.

The Plan is built around three areas:

(1) Program Components

(2) Student Outcomes

(3) Use of Resources

It is hoped that the Plan will provide direction for guidance and counseling program development and improvement. While wide-spread use of the Plan will result in more commonality in programs across the State, it is recognized that local needs and situations must always be considered and modifications made as necessary.

III.
PHILOSOPHY

Guidance and counseling programs are educational facets which are essential, not supplementary, --to teaching.

Guidance programs should assure that:

1. All individuals benefit from guidance services

2. The services provided will help individuals:

    a. Adapt to their current environments

    b. Gain maximum benefit from present opportunities

    c. Set realistic educational, social, and career goals and select appropriate ways of reaching those goals

    d. Achieve self-direction based upon increased self-knowledge and acceptance

3. Guidance services facilitate understanding among all the significant persons and agencies which influence individuals' efforts to reach their goals. Such facilitation does not result in usurping the responsibilities and rightful concerns of families and other institutions and agencies influencing the individual's development.

4. The guidance staff functions as resource persons to other staff members in providing requested information, promoting increased understanding of individual needs, and lending support to individuals.

5. Well-trained guidance personnel be given the responsibility for coordinating the guidance program.

Other resources must be identified and used as appropriate.

Two State agencies are involved in providing assistance to counselors and other school personnel in program development. The Guidance Services section of the State Board for Community Colleges and Occupational Education and the Guidance Consultant at the Colorado Department of Education are available to work throughout the State. These services are available at no cost. A brief description of areas where these resources may be tapped are:

SBCCOE - Assistance is primarily to secondary schools in the areas of vocational/career development and job placement services. Consultation, staff development and workshop experiences are offered to LEAs. The Career Van program brings to rural districts an exciting program of career/vocational guidance and exploration.

CDE - Consultation services are available to all schools and districts of the State, both public and private. This assistance could be directed toward help with needs assessments, organization and administration of guidance programs, and developing specific activities to address given identified needs or goals. In addition, in-service education programs can be developed to speak to local staff needs - not only counseling staff, but total school staff. Statewide and regional conferences and workshops are held periodically to deal with timely topics and concerns. Particular attention is given to working through BOCS networks to provide regional assistance while reducing the number of meetings people must organize or attend.

CDE is concerned with the total educational program of all school districts in the State. While this Plan addresses only grades 7 - 12, assistance is available to programs spanning preschool through adult levels.

HIGHER EDUCATION - The counselor education staffs of the State's colleges and universities are valuable resources for schools/districts to use in developing and improving guidance programs. These people are available to provide staff development experiences or consultation. In some cases, entire training experiences may be developed (for credit) to address local needs or concerns. Colleges and universities provide research staffs and materials which districts may use in conducting local studies.

AREA VOCATIONAL SCHOOLS - The staffs of the area vocational schools could assist in inservices for job placement, work opportunities, and developmental programs. They can help give the school staffs and the community a better understanding of vocational training as an alternative to college training.

IV.

DEFINITIONS

Guidance Services: Guidance Services focus on the development in all individuals of the skills and attitudes for responsible self-management and rational self-direction of their lives,--the development of personal competency and personal adequacy. Guidance Services is the umbrella, or the over-all term, which includes all of those services which may be guidance or counseling in nature. Counseling is only one of the guidance services. Other such services may be orientation, testing, placement, occupational information, educational advising, follow-up, career planning, and others as identified by local counseling staffs in response to identified local needs.

Guidance: Guidance is both process and program. The guidance process helps individuals unify all of their learning activities and experiences. Guidance programs are devoted to (1) learning about individuals and their needs and the effects of educational experiences on them, and (2) facilitating improvements and changes in the learning program and environment to better meet individual needs efficiently and humanely.

Guidance is also a program consisting of activities and services that aid the individual in choices, decisions, and problem solving as these relate to personal values and life objectives. The program is aimed at helping the person achieve self-identity and personal adequacy.

Counseling: "Counseling"is often incorrectly used synonymously and interchangeably with "guidance". It provides a direct, personal way of helping the individual in a one-to-one or small group basis. Counseling operates on a more intense level than guidance and focuses on the specific needs of an individual. The counseling process utilizes various counseling techniques and tools which assist the client in sorting through alternatives, making decisions, and solving problems.

Counselor: The counselor is the person on the staff who has special training for assessing the specific needs of each student and for coordinating an appropriate guidance program in the educational, vocational, and personal-social domains. While guidance is a function of every member of the educational team, the responsibility for leadership of the guidance program is one of the primary functions of the counselor. The counselor has been trained in various helping skills and is prepared to work closely with individuals in assisting them with normal developmental concerns, decisions, sorting through options, problem solving, and planning, as well as coping with crisis.

Career Education: Career Education is a K-Adult concept that integrates career-related activities into regular classroom work and makes studies relate to student growth toward worthwhile careers,--a partnership between schools and the community. It teaches students about the demands of various careers and the lifestyles that may be associated with them. Career education provides for students in elementary schools an awareness of their own abilities and interests and of people and careers in their communities; for junior high school and middle school students an opportunity to explore various careers on a first-hand basis; for high school students a preparation for careers or for

further studies leading to a career; awareness, exploration, and preparation for persons from kindergarten through adulthood.

Career Guidance: Career guidance is an organized program to assist an individual assimilate and intergrate knowledge, experience, and appreciation related to: (1) self-understanding; (2) understanding of the work, society, and those factors that affect its constant change, including worker attitude and discipline; (3) awareness of the part leisure may play in a person's life; (4) understanding of the necessity for the multitude of factors to be considered in career planning; and (5) understanding the information and skills necessary to achieve self-fulfillment in work and leisure.

Vocational Education: That part of the educational system offering programs which are directly related to the preparation of individuals for paid or unpaid employment, or for additional preparation for a career.

Vocational Guidance: The broad purpose of vocational guidance is to help persons to know, to accept, and to respect their own abilities, interests, and aptitudes; then match these with realistic vocational goals; and finally, proceed with maximum effectiveness toward these goals.

Job Development: That part of the educational system by which, through interaction with business/labor/industry, present and future manpower needs are assessed, with recommendations made pertaining to present and future vocational programs.

Job Placement: That part of the education system which expedites the obtaining of jobs for "completors" in a field related to their training or in which they want to work.

V.

PROGRAM COMPONENTS

This section addresses the following guidance and counseling program components: guidance; counseling; appraisal; information and referral; placement; budget, staff and facilities. The format is designed to give guidelines through goals and objectives and to provide needs assessment. The column headed "X" should be checked if that component subsection, goal, and objective are being performed in your school setting. Space is also provided for a brief notation regarding any identified strengths and weaknesses which are notable.

Needs identified through this process, either component sections which are not being addressed at all (or weak areas), can then be listed on the Planning Sheet and programs and activities can be developed to meet the desired goal.

PROGRAM COMPONENTS

Guidance and Counseling Components include:

I. Guidance

1. Orientation
2. Articulation
3. Transition
4. Information
5. Developmental Needs
6. Career Guidance
7. Classroom Guidance Activities
8. Leadership Coordination

II. Counseling

1. Growth of Students
2. Personal, Social, and Interpersonal Relationships
3. School Climate
4. Consultant Services
5. Staffing Organization
6. Counseling Facilities

III. Appraisal

1. Analyze Interests, Achievements, and Aptitudes
2. Records

IV. Information and Referral

1. Resources
2. Interpretation

V. Placement

VI. Budget, Staff, and Facilities

PROGRAM COMPONENTS: GUIDANCE

Guidance services should include developmental programs that will enhance the individual's personal competency and personal adequacy. Guidance is both a process and program.

GOALS	OBJECTIVES	Presently Doing X	STRENGTHS AND WEAKNESSES OF THE PRESENT PROGRAM GOALS AND/OR OBJECTIVES
1. Orientation a. of students new to school at beginning of year b. of students new to school throughout school year c. of students to vocational programs available in secondary school and unfamiliar to students coming from elementary schools or other districts or geographical areas d. of students, parents and staff to counseling services	1. Orientation a. to provide a program for beginning of school year to orient groups of students to each other, faculty and staff, facility, rules, curriculum, and individual student schedule b. to provide program to orient individual students to the above at any time during school year c. to provide written information and tours to explain availability of vocational programs d. to provide written information and conference time to discuss counseling and guidance services available		
2. Articulation a. between schools of same educational levels b. between schools of different educational levels	2. Articulation a. to provide written information and meeting time regarding requirements, curriculum, activities, etc. to facilitate transfer of students from one school to another b. to provide written information and meeting time regarding school expectations, policies course selection, activities, curriculum		

PROGRAM COMPONENTS: GUIDANCE (page 2)

GOALS	OBJECTIVES	Presently Doing X	STRENGTHS AND WEAKNESSES OF THE PRESENT PROGRAM GOALS AND/OR OBJECTIVES
3. Transition a. from home to school b. from school to school c. from school to work d. periods within families dealing with loss, such as death, divorce, separation	3. Transition a. to provide through individual and group conferences activities to increase independence, self-acceptance and coping behaviors b. to provide conference time with student for expression of their personal concerns; to provide peer counseling programs; to provide articulation through meetings with staff members to meet individual needs of student c. provide support and listening skills through individual or group counseling		
4. Teaching Skills and Information Needed in New Environments a. study skills, work habits and communication skills b. course requirements, course sequencing and graduation requirements c. developing responsible behaviors d. job applications, resumes and interviews e. community and district resources available	4. Teaching Skills and Information Needed in New Environments a. to provide teaching units of information which can be used by teachers in classes, by counselors in small groups, or advisors in an advisor program to teach skills to students b. to provide written information about graduation requirements...to provide conference time for students to individually discuss their own course requirements and choices as they relate to future career/life goals		

PROGRAM COMPONENTS: GUIDANCE (page 3)

GOALS	OBJECTIVES	Presently Doing X	STRENGTHS AND WEAKNESSES OF THE PRESENT PROGRAM GOALS AND/OR OBJECTIVES
	4. Teaching Skills and Information Needed in New Environments (con't) c. to provide activities for use in advisor meetings, classroom, and/or counseling sessions for students to develop good school attendance, promptness, and completion of tasks d. to provide opportunities for students to gain experience in completing job applications/ resumes, and participate in job interviews by working with local businesses and business organizations. e. to provide teaching units to teachers and advisors for classroom use and advisor program		
5. Developmental Needs a. developing self understanding b. developing relationships with others c. developing responsible behavior	5. Developmental Needs a. to provide students with an ongoing profile of progress to include self-direction; to provide students experience in values clarification to increase self reliance and self perception b. to provide group sessions for students to enhance social skills and social consciousness		

PROGRAM COMPONENTS: GUIDANCE (page 4)

GOALS	OBJECTIVES	Presently Doing X	STRENGTHS AND WEAKNESSES OF THE PRESENT PROGRAM GOALS AND/OR OBJECTIVES
	5. Developmental Needs (con't) c. to provide activities for use in advisor meetings, classrooms and/or counseling sessions for students to develop good attendance, promptness and completion of tasks		
6. Career Guidance a. by providing career/life information b. opportunities for value clarification, decision making skills, and problem solving skills c. opportunities for goal setting	6. Career Guidance a. to provide materials in a career information center to provide activities which give students exposure to career interest areas, business and agencies b. provide activities to teachers for use in the classroom, for counselors to use in small groups and individual counseling sessions and advisors to use in an advisor program c. provide students an opportunity for activities in individual or group to learn the process of goal setting and to actually set short and long term goals		

PROGRAM COMPONENTS: GUIDANCE (page 5)

GOALS	OBJECTIVES	Presently Doing X	STRENGTHS AND WEAKNESSES OF THE PRESENT PROGRAM GOALS AND/OR OBJECTIVES
7. Classroom Guidance Activities	7. Classroom Guidance Activities		
a. develop knowledge about content of school curriculum	a. to become familiar with school curriculum by receiving curriculum outlines from each department		
	to attend and participate in curriculum and department meetings and activities		
b. input in curriculum development and writing	b. to provide materials to be used in existing curriculum and in writing and developing new curriculum		
8. Leadership Coordination and Advocacy Role For Counseling	8. Leadership Coordination and Advocacy Role For Counseling		
a. leadership in the affective domain	a. to provide materials and activities to enhance affective experience in the classroom and total school environment		
b. leadership in the cognitive domain	b. to provide material and activities to promote intellectual growth		
c. coordination with other services within the school	c. to give assistance to students, parents, teachers, other building personnel and agencies by coordinating referral services, conferences, staffings, etc.		
d. coordinating continuous guidance service throughout people's lives	d. to provide graduating students with information relative to out-side-of-school guidance, speakers, field trips, and printed materials to acquaint students with local referral agencies - then location and scope of responsibility		
e. coordination with student, parent and staff			

PROGRAM COMPONENTS: GUIDANCE (page 6)

GOALS	OBJECTIVES	Presently Doing X	STRENGTHS AND WEAKNESSES OF THE PRESENT PROGRAM GOALS AND/OR OBJECTIVES
	8. Leadership Coordination and Advocacy Role For Counseling (con't) e. to serve as a student advocate in the school setting in staffings, conferences, curriculum, activities, etc.		

PROGRAM COMPONENTS: COUNSELING

"Becoming is Superior to Being" - Counseling services should facilitate the positive development (or growth) of each student's self concept. In order to serve all students, the program emphasis in planning is developmental and preventative rather than remedial and crisis-oriented. While the counselor's primary line of communication is the student, the counselor also works with significant adults involved with the student's development.

GOALS	OBJECTIVES	Presently Doing X	STRENGTHS AND WEAKNESSES OF THE PRESENT PROGRAM GOALS AND/OR OBJECTIVES
1. to systematically plan to facilitate the growth of students toward planning goal setting and implementation of educational, career/life and personal decisions.	1. Provide accessibility for each student to meet with a counselor. Confidential and open lines of communication are essential. 2. Because individual counseling is not sufficient to meet the needs of large number of students, counselors will provide group opportunities. 3. Work with staff to include educational, career/life and personal planning within the curriculum. 4. Provide opportunities for personal assessment.		
2. to help students develop effective personal, social, and interpersonal relationships.	1. Provide inclusion of communication and conflict resolution skill building within curriculum. 2. Increase consciousness about sexism and racism. 3. Help students clarify personal values. 4. Provide opportunities for parent/student and/or student/teacher conferences.		

PROGRAM COMPONENTS: COUNSELING (page 2)

GOALS	OBJECTIVES	Presently Doing X	STRENGTHS AND WEAKNESSES OF THE PRESENT PROGRAM GOALS AND/OR OBJECTIVES
3. To provide leadership within the school/community for establishing a school climate conductive to developmental growth.	1. Work with staff to coordinate total educational personal growth of the students. 2. Identify student needs not being met by existing programs and initiate activity to plan new programs. 3. Actively participate in staff meetings.		
4. To provide consultant services for other adults within the school/community.	1. Serve as a liaison with different departments. 2. Hold inservice workshops to develop and improve staff skills in interpersonal relations and communication skills. 3. Organize and conduct parenting groups. 4. Assist in the early identification of execptional children and children with special needs. 5. Encourage staff and parents to initiate requests for assistance with students - when appropriate.		
5. When implamenting the above counseling services, the staffing organization should reflect the strengths, experiences, weaknesses and personalities of the counseling staff. Primary concern is how best to meet needs of students. Personnel of the department should participate in staffing decisions.	1. Counselors are not assigned a section of the student body, but are available to all students. Assignments include specialization in one or more of the following: *department chairperson or manager *career and vocational information *college and scholarship information		

PROGRAM COMPONENTS: COUNSELING (page 3)

GOALS	OBJECTIVES	Presently Doing X	STRENGTHS AND WEAKNESSES OF THE PRESENT PROGRAM GOALS AND/OR OBJECTIVES
	*crisis intervention *personal/social counseling *group guidance *staff consulting *liaison with special services *liaison with community services		
	2. Student assignment - each counselor is assigned a portion of the student body for all services. The counselor is considered a generalist. Counselors accept equal responsibility for all tasks.		
	3. Most programs are a combination of 1 and 2. Counselors are assigned to areas of specialization and a portion of the student body.		
	4. All counselors do personal/social counseling. It is strongly recommended that counseling staffs avoid fragmentation in offering services. The emphasis should be on coordination of specialized areas.		
6. A planned counseling facility provides.....	1. Flexibility to allow for individual and group sessions.		
	2. Access to larger rooms to accommodate class-size activities.		
	3. Closeness to the flow of large numbers of students.		
	4. Inclusion of reception and career center area.		

PROGRAM COMPONENTS: COUNSELING (page 4)

GOALS	OBJECTIVES	Presently Doing X	STRENGTHS AND WEAKNESSES OF THE PRESENT PROGRAM GOALS AND/OR OBJECTIVES
	5. Privacy (both sound and sight) for individual offices - or in an open center - accessible private rooms. 6. Security of records in locked files or safes. 7. Separate from and located away from the administration offices. 8. Located to be readily accessible to students.		

PROGRAM COMPONENTS: APPRAISAL

GOALS	OBJECTIVES	Presently Doing X	STRENGTHS AND WEAKNESSES OF THE PRESENT PROGRAM GOALS AND/OR OBJECTIVES
1. To provide student appraisal and records a. Appraisal and records are an integral part of the instructional and counseling process - not isolated or unrelated to other aspects of the total school program	1. to help students identify and analyze achievements, explore interest and aptitudes while developing positive attitudes toward career/life planning and the world of work. 2. to provide students the opportunity to examine their potentialities, achievements and interests which will enable them to make more relevent educational, career/life, occupational and personal/social decisions 3. to provide students access to their records and provide necessary help to understand and use them 4. to provide appraisal and record information and data to curriculum developers and guidance personnel for evaluation to develop and upgrade relevant course offerings and needed guidance services 5. to identify students' difficulties with learning process 6. to identify special needs of students resulting from deprivation or from circumstances which create disadvantages 7. to identify lower achievement than expected by measured aptitudes	•	

PROGRAM COMPONENTS: APPRAISAL (page 2)

GOALS	OBJECTIVES	Presently Doing X	STRENGTHS AND WEAKNESSES OF THE PRESENT PROGRAM GOALS AND/OR OBJECTIVES
	8. to identify potential dropouts 9. to identify those students who could benefit from services of student personnel specialists or from community resources 10. to coordinate appraisal and record data throughout school system - teachers, staff, parents and students will have accurate information and data 11. to provide staff development in appraisal skills and interpretation 12. to provide adequate materials and test instruments 13. suggested student activities to meet these objectives *take interest inventory *take aptitude test *take achievement test *develop tentative plans and goals *clarify values *develop and keep own personal file *relate achievement record to career possibilities *self concept building *analyze personal achievements including leisure and community activities *identify personal strengths and weaknesses *hands on experience *shadowing *special testing - referral		

PROGRAM COMPONENT: INFORMATIONAL AND REFERRAL

A crucial component in any guidance and counseling plan is providing informational and referral resource services. Since informational and referral resources are not static, but rather, ever changing, the secondary school counselor should be aware of the most relevant available referral information and resources to the counselor who, in turn, will collect, maintain and disseminate current educational, occupational, and personal/social information to individuals.

This section deals with informational and resource referral goals which should be included in any district or building plan. There is no attempt to provide specific techniques or specific resources; rather, an effort has been made to incorporate both human and material resource material to whom and/or in which referrals may be made to enable students to reach their potential. Further, an attempt has been made to encourage school personnel to initiate, develop, or improve current programs in local settings by becoming familiar with the array of human and material resources, evaluating these resources, and developing action plans to use some or all of these resources.

GOALS	OBJECTIVES	Presently Doing X	STRENGTHS AND WEAKNESSES OF THE PRESENT PROGRAM GOALS AND/OR OBJECTIVES
1. To give continuous, coordinated, guidance and counseling services throughout the students' lives	1. Schools should provide counselors with information and resource referral relative to outside, as well as inside school guidance and counseling services for use in pre-school, youth, adolescent and adult life		
2. To be aware of the school personnel's ability to provide referral assistance.	2. Schools should have available current information relative to available services		
3. To have students locate, evaluate and interpret information about life/career decisions incorporating effective use of time and effort.	3. School personnel should systematically work with students, parents and resource personnel to become acquainted with and use services and to facilitate implementation of guidance and counseling programs as well as expedite referrals		

PROGRAM COMPONENT: INFORMATIONAL AND REFERRAL (page 2)

GOALS	OBJECTIVES	Presently Doing X	STRENGTHS AND WEAKNESSES OF THE PRESENT PROGRAM GOALS AND/OR OBJECTIVES
4. To give information and assistance in course selection(s) to students	4. A school handbook or course offering sheet should be developed listing and describing courses as well as suggested pre-requisite and/or sequential course information		
5. To provide students financial aid information whenever need is evident and resources are available	5. Updated information and assistance should be available concerning community resources for financial aid for students Current information and assistance regarding scholarships and financial aid for postsecondary education and training should be available		
6. To provide students with referral and service resources which provide additional educational, occupational, recreational, social and/or cultural opportunities	6. School and community resource booklets should be developed, maintained, updated, coordinated and used Schools promote activities, group guidance, speakers field trips, and provide reading materials to acquaint students and others with referral resources and agencies including their policies and procedures, their location, scope of responsibility and services, eligibility factors and services such as funding, manpower and energy and fee schedules to direct toward meeting the needs of students		

PROGRAM COMPONENT: INFORMATIONAL AND REFERRAL (page 3)

GOALS	OBJECTIVES	Presently Doing X	STRENGTHS AND WEAKNESSES OF THE PRESENT PROGRAM GOALS AND/OR OBJECTIVES
7. To help students identify training and educational options and be knowledgeable of steps required for entrance to appropriate schools	7. Schools have available handbooks and materials published by national, state and local agencies and commercial publishers to aid student in knowing the range of career opportunities available upon completion of various educational programs Interest and aptitude tests accurately interpreted by certified counselors School personnel be knowledgeable about referral agencies for testing Schools make appropriate referrals to provide alternative learning opportunities within or outside the school School personnel assist in development of new programs and services both within school/district and outside to provide additional learning opportunities and fill gaps in learning opportunities Schools have available information about training and educational opportunities, including entrance requirements, financial aid, curricular offerings, costs and related information		

PROGRAM COMPONENT: INFORMATIONAL AND REFERRAL (page 4)

GOALS	OBJECTIVES	Presently Doing X	STRENGTHS AND WEAKNESSES OF THE PRESENT PROGRAM GOALS AND/OR OBJECTIVES
8. To make students aware of local businesses, military, labor and industry information	8. School personnel actively visit and communicate with their working community		
9. Students should have access to and information about catalogs, applications and entrance requirements	9. Schools should have available the Colorado Council and High School-College Relations Handbook as well as other college and university catalogs and applications School personnel should assist students with postsecondary educational planning and help students move into the next step following high school		

PROGRAM COMPONENT: PLACEMENT

Placement is the cooperative responsibility of the school and the community. It involves any kind of legitimate activity which prepares the student, the discontinuer, or the current graduate, for the next experience, be it further education, job training of any kind, or work.

Placement into further education involves a decision on the part of the student as to what kind of education is needed, where to get this education, and meeting the requirements of the institution.

Placement into the world of work requires the decision as to the kind of work the student is desiring, meeting the requirements for this work (training, physical, educational, and psychological), and the willingness to go where the work is found.

In most schools, this will be the responsibility of the counseling program. It will be necessary for the counselors, teachers, and administrators to work with college placement personnel, vocational school personnel, vocational education advisory committee, representatives of business and industry, and Colorado Division of Employment and Training.

Some school districts have already established a separate placement office to serve the entire district. Such district placement offices require the placement officer to work with the above named personnel.

Regardless of whether the counselor in the individual school handles the placement work, or whether it is set up on a district basis, there are several forms and letters which will be necessary. These will need to be developed to meet the needs of the situation.

GOALS	OBJECTIVES	Presently Doing X	STRENGTHS AND WEAKNESSES OF THE PRESENT PROGRAM GOALS AND/OR OBJECTIVES
1. Student placement into further education or meaningful employment.	1. Students may further their education by getting placed in a vocational school, community college, four-year college, or other setting. Students will be placed in work settings appropriate to their level of occupational preparation.		

PROGRAM COMPONENT: PLACEMENT (page 2)

GOALS	OBJECTIVES	Presently Doing X	STRENGTHS AND WEAKNESSES OF THE PRESENT PROGRAM GOALS AND/OR OBJECTIVES
2. Determine student's qualification for training and the meeting of entrance requirements for employment or education.	2. Students may qualify for placement by taking interest tests, aptitude tests, achievement tests, skills tests, learning job search and application skills as well as courses to determine qualifications and entrance requirements.		
3. Know the work interests of the student.	3. Students will take interest and aptitude tests, serve apprenticeships, work in summer and part-time jobs, participate in shadowing programs, or take courses to determine their work interests.		
4. Know where work and training are available.	4. Students will be advised about the job market and opportunities through the counselor, publications, advisory committees, or councils. Students will have opportunities to learn about resources such as: job placement personnel in CETA and AVS, local youth employment programs, job service centers, employment agencies, cooperative education programs, and apprenticeship councils.		

PROGRAM COMPONENT: BUDGET, STAFF AND FACILITIES

GOALS	OBJECTIVES	Presently Doing X	STRENGTHS AND WEAKNESSES OF THE PRESENT PROGRAM GOALS AND/OR OBJECTIVES
1. Adequate money provided to support guidance activities and purchase guidance and counseling materials	1. Money should be budgeted for purchase of materials in addition to testing materials, postage, paper, etc. 2. Support provided for staff development including underwriting registration fees and milage for attendance at conferences and workshops. 3. Funds to support expenses for guest speakers and/or field trips for groups or individuals. 4. Counselors know funding sources, both public and private, which may be tapped to assist in implementing new projects or supporting guidance programs		
2. Guidance and Counseling programs staffed by qualified personnel	1. Counselors are appropriately certified and endorsed by Colorado Department of Education 2. Vocational counselors are credentialed appropriately by State Board for Community Colleges and Occupational Education 3. In staffing guidance programs, consideration may be given to the following patterns or combinations thereof: a. 350:1 student to counselor ratio b. 1 counselor or every 12-16 teachers to facilitate counsultation teams, teacher advisement systems, etc.		

PROGRAM COMPONENT: BUDGET, STAFF AND FACILITIES (page 2)

GOALS	OBJECTIVES	Presently Doing X	STRENGTHS AND WEAKNESSES OF THE PRESENT PROGRAM GOALS AND/OR OBJECTIVES
	c. staffing on basis of specialized services needed, e.g. vocational counselor, career counselor, college counselor or department		
	4. If staffing a department, diversity of personnel should be sought; if possible, current guidance personnel be involved in recommendations for hiring new people		
	5. Adequate secretarial/paraprofessional staff provided to assist counselors with clerical/ information functions.		
	6. Counselors are involved in professional growth activities on continuous basis and participation in professional guidance and counseling associations and community organizations be encouraged.		
3. Adequate facility to carry on guidance and counseling functions are provided	1. Guidance area separate from administrative offices and located away from them		
	a. accessible by direct entrance		
	b. readily accessible to students and located where student traffic brings students by for easy counselor-student contact		
	c. flexible in design to allow for both individual and group sessions		

PROGRAM COMPONENT: BUDGET, STAFF AND FACILITIES (page 3)

GOALS	OBJECTIVES	Presently Doing X	STRENGTHS AND WEAKNESSES OF THE PRESENT PROGRAM GOALS AND/OR OBJECTIVES
	2. Provide space for a. reception area to accommodate secretarial staff, furniture, equipment, seating for visitors, etc. b. private counseling offices c. conference areas d. offices for support staff, i.e. social workers, psychologists e. career/life planning center f. keeping student records in a safe and secure location g. diversity to allow guidance center to be altered to meet new needs and/or programs		

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VI.
STUDENT OUTCOMES

Each of the following pages is organized around one of the student outcomes about which counselors are concerned. There are twelve outcomes which are in the guidance and counseling domain. While the counselor in the school is a sort of gatekeeper to insure that each of these outcomes is addressed, the counselor is not necessarily responsible for performing the activities which produce the desired outcomes. The counselor, however, is a facilitator to assure that quality is achieved in each of the outcomes. The counselor assumes leadership in the achievement of these outcomes. In many cases curricular activities are geared toward the outcome. In some cases a team effort by several staff persons may be required in order to achieve the outcome. In all cases the counselor may serve a coordination and resource role in the achievement of the outcomes.

The following pages are designed to serve as status and needs assessment instruments. In the upper left corner of the page the outcome is listed. Next to this outcome you may indicate any existing programs or efforts in your school/district which already are related to this outcome. Under the outcome are listed suggested activities and/or topics which may support the achievement of the outcome when implemented within the school program. The column headed "X" can be used to indicate those topics or activities which are already in operation in the school (you may wish to rate your program on a 1-5 scale), while the columns headed 7 - 12 may be used to briefly indicate the manner or area where this activity/topic is being conducted or covered.

A sample page follows to indicate how a school might complete the worksheet on Outcome 1.

CHECKLIST

SAMPLE [illegible]E

Student Outcome	Presently doing How Do We Rate?	Existing programs or efforts which are related to this outcome
1. Schools will provide students an opportunity to understand the interrelatedness of personal responsibility, regular school attendance, good work and study habits, and career/life planning.		Counselor conferences with poor attenders Attendance Award system

Suggested activities/topics:	x	7	8	9	10	11	12
1. Study Skills	X	English Class			Social Studies Unit		
2. Class project which relates attendance to grades							
3. Bonus system for completing tasks on time.							
4. Role play good study situations							
5. Shadowing	X			Each student shadows one day			
6. Business/Industry speakers	X					Career Day Speakers	
7. Learn time management							
8. Role play situations related to positive/negative attitudes							
9. Self assessment re: modes of study, etc.							
10. Survey of study styles and relate to achievement							
11. Student contracts							
12. Learn techniques for "selling" oneself							
13. Writing resumes	X						In Business Classes
14. Establish Parent Support Group							

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STUDENT OUTCOMES

Schools will provide students an opportunity to:

I. Understand the interrelatedness of personal responsibility, regular school attendance, good work and study habits, and career/life planning.

II. Recognize the relationship between the development of personal life style and environmental influences.

III. Identify abilities, analyze achievements and explore interests while developing positive attitudes and values toward career/life planning and the world of work.

IV. Investigate career/vocational interest areas and consider preferred as well as alternate choices.

V. Discuss with a counselor their aspirations, personal problems, concerns, and future plans.

VI. Learn decision making and problem solving strategies which contribute to personal growth, adaptability, and continuous learning.

VII. Learn about individual differences and the skills necessary to live in a changing society.

VIII. Develop skills for communicating with others.

IX. Learn conflict resolution and negotiation skills.

X. Understand the roles of various business, community, and government agencies and learn how to use their services.

XI. Implement decisions by learning how to complete necessary forms and procedures.

XII. Set both short and long range goals which relate to life styles, employment, placement and develop plans for reaching them.

CHECK LIST

Student Outcome	Presently doing How Do We Rate?	Existing programs or efforts which are related to this outcome					
1. Schools will provide students an opportunity to understand the interrelatedness of personal responsibility, regular school attendance, good work and study habits, and career/life planning.							
Suggested activities/topics:	x	7	8	9	10	11	12
1. Study skills							
2. Class project which relates attendance to grades							
3. Bonus system for completing tasks on time							
4. Role play good study situations							
5. Shadowing							
6. Business/Industry speakers							
7. Learn time management							
8. Role play situations related to positive/negative attitudes							
9. Self assessment re: modes of study, etc.							
10. Survey of study styles and relate to achievement							
11. Student contracts							
12. Learn techniques for "selling" oneself							
13. Writing resumes							

Needs:

Student Outcome 11. Schools will provide students an opportunity to recognize the relationship between the development of personal life styles and environmental influences.	Presently doing How do we rate?	Existing programs or efforts which are related to this outcome					
Suggested activities/topics:	x	7	8	9	10	11	12
1. Identify life style components							
2. Identify influencers, both facilitators and inhibitors							
3. Study biographies							
4. Fantasy activities							
5. Shadowing							
6. Guest Speakers							
7. Drug/Alcohol Issues							
8. Case Studies							
9. Life Lines							
10. Group Counseling re: divorce, peers death, loss, drugs, etc.							
11. Simulations, Games, e.g., "To Tell the Truth", Charades							
12. Sex roles and identity related to traditional/non-traditional work							
13. Developing budgets, gathering consumer information re: life style							
14. Leisure activity analysis							
15. Job Satisfaction Interviews							

Needs:

Student Outcome	Presently doing How Do We Rate?	Existing programs or efforts which are related to this outcome					
III. Schools will provide students an opportunity to identify abilities, analyze achievements, and explore intrests while developing positive attitudes and values toward career/ life planning and the world of work.							
Suggested activities/topics	**x**	**7**	**8**	**9**	**10**	**11**	**12**
1. Interest inventories							
2. Develop tentative plans							
3. Develop and maintain personal files							
4. Shadowing							
5. Relate achievements to career possibilities							
6. Values Clarification							
7. Aptitude Tests							
8. Self Concept Building							
9. Analyze personal achievements including leisure and community							
10. Identify personal strengths and weaknesses							
11. Hands on work experiences							

Needs:

Student Outcome IV. Schools will provide students an opportunity to investigate career/vocational interest areas and consider preferred as well as alternate choices.	Presently doing How Do We Rate? x	Existing programs or efforts which are related to this outcome					
Suggested activities/topics:		7	8	9	10	11	12
1. Shadowing							
2. Career Awareness Activities							
3. Field trips							
4. Speakers							
5. Learning to use references and resources							
6. Learning to use community resources and agencies							
7. Use interest inventories to develop "interest areas"							
8. Job satisfaction/information surveys							
9. COCIS							
10. Career Van							
11. Work Study Programs							
12. Explorer Program							
13. ASVAB							
14. Learn information on training programs, apprenticeships, etc.							
15. Learn Career ladders and lattices							
16. Occupational literacy exam							
17. Internships							
18. ACT Interest Profiles							
19. Visits of Occupational Programs							

Needs:

Student Outcome	Presently doing How Do We Rate?	Existing programs or efforts which are related to this outcome					
V. Schools will provide students an opportunity to discuss with a counselor their aspirations, personal problems, concerns, and future plans.							
Suggested activities/topics:	x	7	8	9	10	11	12
1. Develop a life planning folder with profiles and plans							
2 Individual counseling sessions.							
3. Group counseling sessions							
4. Draw life lines							
5. Orientation							
6. Sessions for explaining counseling services							
7. Peer counseling							
8. Counselors visit sending schools							
9. Explain requirements and rules to students							
10. Discuss relationship of course selection to opportunities							
11. Rap groups, student forums							
12. Get acquainted activities							
13. Design ways for counselors to be accessible to students							

Needs: 71

Student Outcome VI. Schools will provide students an opportunity to learn decision making and problem solving strategies which contribute to personal growth, adaptability, and continuous learning.	Presently Doing How do we rate?	Existing programs or efforts which are related to this outcome					
Suggested activities/topics:	x	7	8	9	10	11	12
1. Teach decision making processes							
2. Teach problem solving skills							
3. Teach the skills and strategies of programs such as PET and STEP							
4. Role playing							
5. Simulations							
6. The role of facts and feelings in decisions							
7. Effect of emontions and stress on rational decision making							
8. Living with the consequences of one's decisions							
9. Setting priorities							
10. Sexual responsibility							
11. Make post high school decisions and develop alternatives							
12. Practice decision making in ethical/ moral dilemmas							
13. Making tentative decisions							
14. Reversing decisions							

Needs:

Student Outcome	Presently doing How Do We Rate?	Existing programs or efforts which are related to this outcome					
VII. Schools will provide students an opportunity to learn about individual differences							
Suggested activities/topics:	x	7	8	9	10	11	12
1. Use tests, inventories, etc. to identify differences							
2. Stress owning one's uniqueness and interests							
3. Distinguish between group pressures and characteristics and individual characteristics							
4. Simulate discriminatory practices							
5. Discuss fear of the unknown, fear of differences and the relationship of fear to rejection							
6. General lists of differences and similarities							
7. Discuss impact of "labeling" categorizing or "boxing" people							
8. Teach skills for coping with differences in ourselves and others							
9. Examine individual biases and stereotypes							
10. Discuss implications of individual differences for career/life plans							
11. On-going activities for appreciation of multi-ethnic/cultural heritage							

Needs:

Student Outcome	Presently doing How Do We Rate?	Existing programs or efforts which are related to this outcome					
VIII. Schools will provide students an opportunity to develop skills for communicating with others.							
Suggested activities/topics:	x	7	8	9	10	11	12
1. Teach listening skills							
2. Learning to give and receive feedback							
3. Learning to be assertive							
4. Learn and practice active listening skills							
5. Body language							
6. "I" Messages							
7. Use simulations, role plays, and games that encourage communication							
8. Practice interviewing skills							
9. Learn to follow directions							
10. Expressing feelings							
11. Stating opinions							
12. Developing sensitivity to the feelings of others							
13. Use the videotape for feedback purposes							
14. Giving and receiving compliments							

Needs: 77

Student Outcome	Presently Doing How Do We Rate?	Existing programs or efforts which are related to this outcome					
IX. Schools will provide students an opportunity to learn conflict resolution and negotiation skills.							
Suggested activities/topics:	x	7	8	9	10	11	12
1. Learning to "fight fair"							
2. Learn skills needed in good employer-employee relations							
3. Practice simulated family conflict resolution							
4. Analyze roles people play in conflict resolution							
5. Transactional Analysis (TA)							
6. Study group dynamics							
7. Teach negotiation and compromise skills							
8. Teams, Games, and Tournaments Program							
9. PET and STEP Programs							

Needs: 79

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Student Outcome	Presently Doing How Do We Rate?	Existing programs or efforts which are related to this outcome					
X. Schools will provide students an opportunity to understand the roles of various business, community, and government agencies and learn how to use their services.							
Suggested activities/topics:	x	7	8	9	10	11	12
1. Field trips							
2. Speakers							
3. Locate or develop lists of resources							
4. Maintain a file of resources in counseling office							
5. Shadowing							
6. Refer crisis cases as appropriate							
7. Career/Community service Fair							

Needs: 81

Student Outcome	Presently doing How Do We Rate?	Existing programs or efforts which are related to this outcome					
XI. Schools will provide students an opportunity to implement decisions by learning how to complete necessary forms and procedures.							
Suggested activities/topics:	x	7	8	9	10	11	12
1. Inform students how to secure and/or complete the following:							
Social Security number							
Driver's License							
Voter registration							
Military registration							
School registration							
Financial aid forms							
Job applications							
Post-secondary applications							
ACT/SAT Applications							
Scholarship Applications							
Job Interviews							
Resumes							
Marriage License							
Birth Certificate							
Credit Applications							

Needs:

Student Outcome	Presently doing How Do We Rate?	Existing programs or efforts which are related to this outcome					
XII. Schools will provide students an opportunity to set both short and long range goals and develop plans for reaching them.							
Suggested activities/topics:	x	7	8	9	10	11	12
1. Develop goals for personal, educational and career/life plans							
2. Review and Update life lines							
3. Discuss the value of goal setting							
4. Use goal setting to integrate interests, values, decisions, etc.							
5. Practice goal setting with commitment and action to meet goal							
6. Analyze reasons for meeting or not meeting goals							
7. Performance contracts							
8. Develop educational course selection plans (3, 4, 6 year plans)							
9. Develop post high school goals and plans							
10. Develop career/life goals and plans							
11. Know sequences of actions needed to reach goal including completion of application forms							
12. Assist discontinuers with goal setting, alternatives and resources							

Needs:

VII.

PLANNING SHEETS

The Planning Sheets are to be used to answer the two questions: "Where are we?" and "Where do we want to go?" Using a needs assessment process, each district or building should asess the needs of the school or community by contacting students, parents, community members and educators. Using the student outcome worksheets and the program component worksheets, needs may be identified. In addition, a survey, questionnaire, or conference format may be helpful in ascertaining needs that should be addressed. In using the Planning Sheet you may proceed through the following steps:

1. Needs assessment: write the identified need at the top of the page.

2. Review both the Student Outcomes and the Program Components to see if any of these represent needs to be addressed. If so, write these as goals for any need to which they pertain.

3. Use follow-up data to identify any needs or goals that should be included in the program design.

4. For each goal to be addressed, determine how the achievement of the goal will be evaluated and write the evaluation strategy to be used on the Planning Sheet.

5. Complete the Planning Sheet by indicating those activities which will be implemented to meet the needs outlined and to achieve the goals listed.

6. With each activity indicate who will be responsible for the completion of the activity, what the time frame will be, and any resources (budget, materials, equipment and personnel) that will be needed in order to satisfactorily carry out the activity.

Cooperative planning is preferable to individual planning. When possible involve other building staff, an advisory committee, central administration, Board of Education, and other community members. If it is necessary to get decision makers to sign off on your plan, be sure to do so at the appropriate time.

A word about public relations at this point: as you prepare to implement changes or a new program, keep your public informed. They should be informed prior to implementation, during implementation, and after the completion of the program. Following completion of the program, information about effectiveness and evaluation should be shared along with future plans for revision or continuation.

PLANNING SHEET

SAMPLE PAGE

Need: Our school has a problem with student cliques, lots of "name calling and divisiveness

Goal: IIIII Students will have an opportunity to learn about individual differences
1. (May relate to either a Program Component or a Student Outcome)

Evaluation Strategy: Monitor number of disciplinary referrals involving petty differences and competitive hassles between student groups and compare pre- & post-program data.

Activities	Who	When	Resources Needed (Be creative and realistic)
1. Teach a unit on individual differences in 8th grade social studies	Counselor and Social Studies teacher with team-teach	First 2 wks of October	Films on relating to different people Simulation materials for role playing
2. Administer Kuder to 6th, 7th grade & interpret in English Class	Counselors and 7th gr. English teachers	November 5-9	Test booklets, Answer sheets, Scoring Service
3. Institute school-wide discrimination days so that all students feel the impact of bias (eg) Blonde haired students sit last on Thursdays, People whose names begin L-P are excused from class list.	All staff	During first quarter	Materials for teachers in each class that show the impact of bias & stereotyping ideas

PLANNING SHEET

Need: _____

_____

Goal: _____
(May relate to either a Program Component or a Student Outcome)

_____

Evaluation Strategy: _____

_____

Activities	Who	When	Resources Needed (Be creative and realistic)

	Presently Doing						
Activities/topics:	x	7	8	9	10	11	12

VIII.
BUSINESS, INDUSTRY AND COMMUNITY RESOURCES

It is important to understand that not all learning occurs within the four walls of the classroom. Many community persons possess knowledge and skills which they would be happy to share with young people. In developing guidance and counseling programs, ways should be sought to bring the educational and business communities together in common activities. Many career development activities can be facilitated by bringing community people into the school, while others can best be achieved by taking the students into the community.

It may be well to consider establishing an advisory council for district guidance and counseling program development. Perhaps existing committees such as the Business Education Committee or the Accountability Committee may serve this function. In any case, sufficient opportunity for community input and participation should be provided.

Since schools cannot provide all the services individuals need, students should be aware of the various agencies which provide assistance and guidance. Young people need to know the scope of these services and how one may access such services.

Throughout this Plan the team approach is emphasized. This teaming is critical in the resource area. No school possesses all of the resources - either human or material - to serve the needs of students, staff and community.

USE OF RESOURCES

Each guidance department should maintain a file of resources who may be contacted for purposes of student referral, assistance with classroom activities, additional information, or other collaborative processes. A suggested format for maintaining such a resource file would include the following index card:

Resource Area _____

Organization or Agency _____

Address _____ Phone _____

City _____ State _____ Zip _____

Name of Contact Person _____

Nature of resource or service(s) available:

The following list is offered as suggested Resource Areas which may be appropriate for such a file:

1. Guest Speakers
2. Consultants
3. Alternative Education/Options
4. Law Enforcement Agencies
5. Social Services Agencies
6. Job Service/Employment
7. Drug/Alcohol Abuse
8. Child Abuse
9. Sex-related Problems
10. Mental Health
11. Service Clubs
12. Community Organizations
13. Religious Organizations
14. Business/Industry
15. Media
16. Labor Unions/Apprenticeships
17. Vocational Guidance Specialists/ Job Developers
18. Local Teachers/Educators
19. Colleges/Universities
20. Government Agencies (Local, State, Federal)
21. Legislative/Legal
22. Professional Organizations
23. Medical/Health
24. Tests
25. Guidance Material Sources
26. Research
27. Military Recruiters
28. Funding Services
29. Innovative Programs
30. Other Schools/Districts

APPENDICES

A.

COLORADO ADVISORY COUNCIL FOR GUIDANCE, COUNSELING, AND PLACEMENT

The Colorado Advisory Council for Guidance, Counseling, and Placement was formed by joint action of the Colorado Department of Education and the State Board for Community Colleges and Occupational Education. This Council serves the following purposes:

A. To assist the guidance and placement personnel of the Colorado Department of Education and the State Board for Community Colleges and Occupational Education in effective and efficient operational practices.

B. To advise the Commissioner and State Board of Education as well as the Director and State Board for Community Colleges and Occupational Education on guidance, counseling, and placement related matters.

C. To encourage support for unified efforts in guidance, counseling, and placement programs in the State of Colorado.

D. To initiate studies and recommendations related to guidance, counseling, and placement.

E. To serve as a clearinghouse for guidance, counseling, and placement related reports and recommendations directed to either the Colorado Department of Education or the State Board for Community Colleges and Occupational Education.

On the following page is a list of the current Advisory Council Members. Concerns regarding guidance, counseling, and placement issues should be communicated to these representatives.

The Unified State Plan for Guidance, Counseling, and Placement in Colorado was approved by the Colorado Advisory Council for Guidance, Counseling, and Placement on December 12, 1980.

CURRENT MEMBERSHIP OF THE

JOINT ADVISORY COUNCIL FOR GUIDANCE, COUNSELING, AND PLACEMENT

(AS OF DECEMBER, 1980)

Harry Anderson
Delta-Montrose Area
Vocational Tech School
1765 Highway 50
Delta, Colorado 81416
(through 6/81)

Bradley S. Barlow
CNCC Box #52
Rangely, Colorado 81648
(through 6/81)

Dr. Eric Eversley, Principal
Smoky Hill High School
16100 East Smoky Hill Road
Aurora, Colorado 80015
(through 6/82)

Helen S. Fritch
183 Gore Creek Drive
Vail, Colorado 81657
(through 6/81)

Eddye L. Garmany
1100 Oneida Place
Denver, Colorado 80220
(through 6/82)

Gordon Golsan
Department of Counselor
Education
Adams State College
Alamosa, Colorado 81102
(through 6/81)

Mary Hess
6873 East Eastman Avenue
Denver, Colorado 80224
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Robert L. Kerr
Morgan Community College
17800 County Road 20
Fort Morgan, Colorado 80701
(through 6/81)

Suzanne Louden
Chamberlin Elementary School
2400 Slater Avenue
Colorado Springs, Colorado 80906
(through 6/81)

Don McMahan
C.A. Norgren Company
5400 South Delaware
Littleton, Colorado 80120
(through 6/82)

Jim Manzanares
216 East Orman Avenue
Central High School
Pueblo, Colorado 81001
(through 6/82)

Jennifer Pampus
4 Lynn Street
Lamar, Colorado 81052
(through 6/82)

Sue Romero
Employee Relations Manager
United Banks Service Company
5700 DTC Parkway
(Denver Tech Center)
Englewood, Colorado 80111
(through 6/81)

Jeffrey Seifried
Jefferson County CETA
8790 West Colfax Avenue
Suite 200
Lakewood, Colorado 80215
(through 6/82)

Nancy Weatherwax
Job Placement Specialist
Arapahoe/Douglas Area
Vocational School
5833 South Prince Street
Littleton, Colorado 80120
(through 6/82)

B.

THE FOLLOWING CRITERIA ARE TAKEN FROM
ACCREDITATION OF COLORADO SCHOOLS DISTRICTS 1980

Criteria: Pupil Personnel Services

1. Guidance and Counseling

The district shall have a well-planned guidance and counseling program with a written set of goals and objectives which provides educational, career, personal-social information, job placement, and counseling on an individual or group basis. Professional assistance should be provided to teachers and other staff members to involve them in the total guidance and counseling program. The program should provide physical facilities for private consultation.

2. Staffing

Each district shall have the services of at least one guidance counselor who meets the qualifications of counseling and is scheduled a minimum of half-time for guidance and counseling functions

Alternative Staffing Plans

a. Elementary Schools

Qualified counselors are employed to provide pupils with guidance and counseling services. Staffing ratios should not exceed 1,000 pupils for each counselor.

b. Secondary Schools

Qualified counselors are employed to provide pupils with guidance and counseling services. Staffing should not exceed 450 students for each counselor.

c. Differentiated Staffing

Districts design a pupil personnel services program which makes available to pupils a wide variety of talents, including those of counselors. Such a program may employ specialists such as social workers, psychologists, and psychiatrists to assume responsibilities for which they are uniquely qualified. Or, such a program may utilize teacher-advisor programs and/or peer counseling programs as a means of improving the quality and efficiency of pupil personnel services. Districts which choose the differentiated staffing alternative should be able to provide evidence (a) that their pupils are receiving guidance and counseling services which are comparable quality to those offered under alternativea a and b above, and (b) that the amount of time that certificated pupil staff are assigned to the personnel services program is equivalent to the ratios specified in alternatives a and b.

C.

OCCUPATIONAL CLUSTERS - MINOR AREAS

OCCUPATIONAL CLUSTERS

A. Agribusiness and Natural Recourses (AN)

1. Support and Regulations
2. Research
3. Forestry
4. Land and Water Management
5. Fisheries and Wildlife
6. Mining and Quarrying
7. Petroleum and Related Products
8. Productive Agriculture
9. Processing and Marketing
10. Service

B. Business and Office (BO)

1. Accounting
2. Computer
3. Secretarial Science
4. Management
5. Personnel
6. Finance Insurance Real Estate
7. Office (Clerical)

C. Consumer/Homemaking Education (CH)

1. Food
2. Housing and Household Equipment
3. Textile and Clothing
4. Family Economics and Home Management
5. Family Relations and Child Development
6. Extension Service

D. Construction (CR)

1. Wood
2. Metal
3. Masonry
4. Electrical
5. Finishing
6. Heavy Equipment Operations
7. Engineering and Support Services

E. Communications and Media (CM)

1. Journalism
2. Motion Pictures
3. Telephone and Telegraph
4. Recording Industry
5. Radio and Television Broadcasting
6. Satelite and Lazer Transmissions

F. Environment (EV)

1. Pollution Prevention and Control
2. Disease Prevention
3. Environmental Planning
4. Resource Control

G. Fine Arts and Humanities (FH)

1. The Visual Arts
2. The Preforming Arts
3. Occupations in Writing
4. Architecture
5. Religion and Theology
6. Languages and Linguistics
7. History and Museums

H. Health (HL)

1. Mental Health and Mental Health Services
2. Medical and Biological Science Services
3. Dentistry and Dental Science Services
4. General Hospital and Medical Office Related Occupations
5. Medical Emergency Services
6. Administration of Health Services
7. Personal and Community Health Services
8. Pharmaceutical Science and Services
9. Professional Medical Supportive Personnel
10. Medical Professions

I. Hospitality and Recreation (HR)

1. Commercial and Non-Commercial Travel Bureaus
2. Travel Agencies
3. Transportation
4. Public Industrial and Private Recreation
5. Recreation concerned with Natural Resources

J. Manufacturing (MG)

1. Management
2. Scientist
3. Engineers
4. Technicians
5. Craftsmen
6. Skilled Workers
7. Semi-skilled Workers
8. Unskilled Workers

K. Marine Science (MS)

1. Research
2. Mineral and Chemical Extraction
3. Off Shore Drilling
4. Fishing
5. Aquaculture
6. Marine Technology and Engineering
7. Surface and On Shore Support

L. Personal Services

1. Domestic Services
2. Lodging and Related Services
3. Barbering, Cosmetology and Related Services
4. Dry Cleaning, Laundry and Apparel Services
5. Stewards, Attendants and Mis. Personal Service
6. Domestic Animal CAre
7. Food and Beverage Preparation and Service

M. Public Services (PS)

1. Administration and Regulatory Services
2. Urban Development
3. Education
4. Protective Services
5. Post Office
6. Public Utilities
7. Public Health
8. Labor Affairs
9. Public Transportation
10. Social Services Rehabilitation Correction
11. Parks and Recreation

N. Marketing and Distribution (MD)

1. Marketing Management
2. Market Research and Analysis
3. Purchasing
4. Sales, Promotion and Training
5. Selling
6. Physical Distribution
7. Related Business Services

O. Transportation (TR)

1. Highway Transportation
2. Rail Transportation
3. Airborne Transportation
4. Pipeline Transportation
5. Water Transportation

D.

FORMS FOR PLANNING PURPOSES

PLANNING SHEET

Need: _____

_____

Goal: _____
(May relate to either a Program Component or a Student Outcome)

_____

Evaluation Strategy: _____

_____

Activities	Who	When	Resources Needed (Be creative and realistic)

	Presently Doing						
Activities/topics:	x	7	8	9	10	11	12

MONTHLY CALENDAR WORKSHEET

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY

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